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- London South Bank University
- University of Sussex
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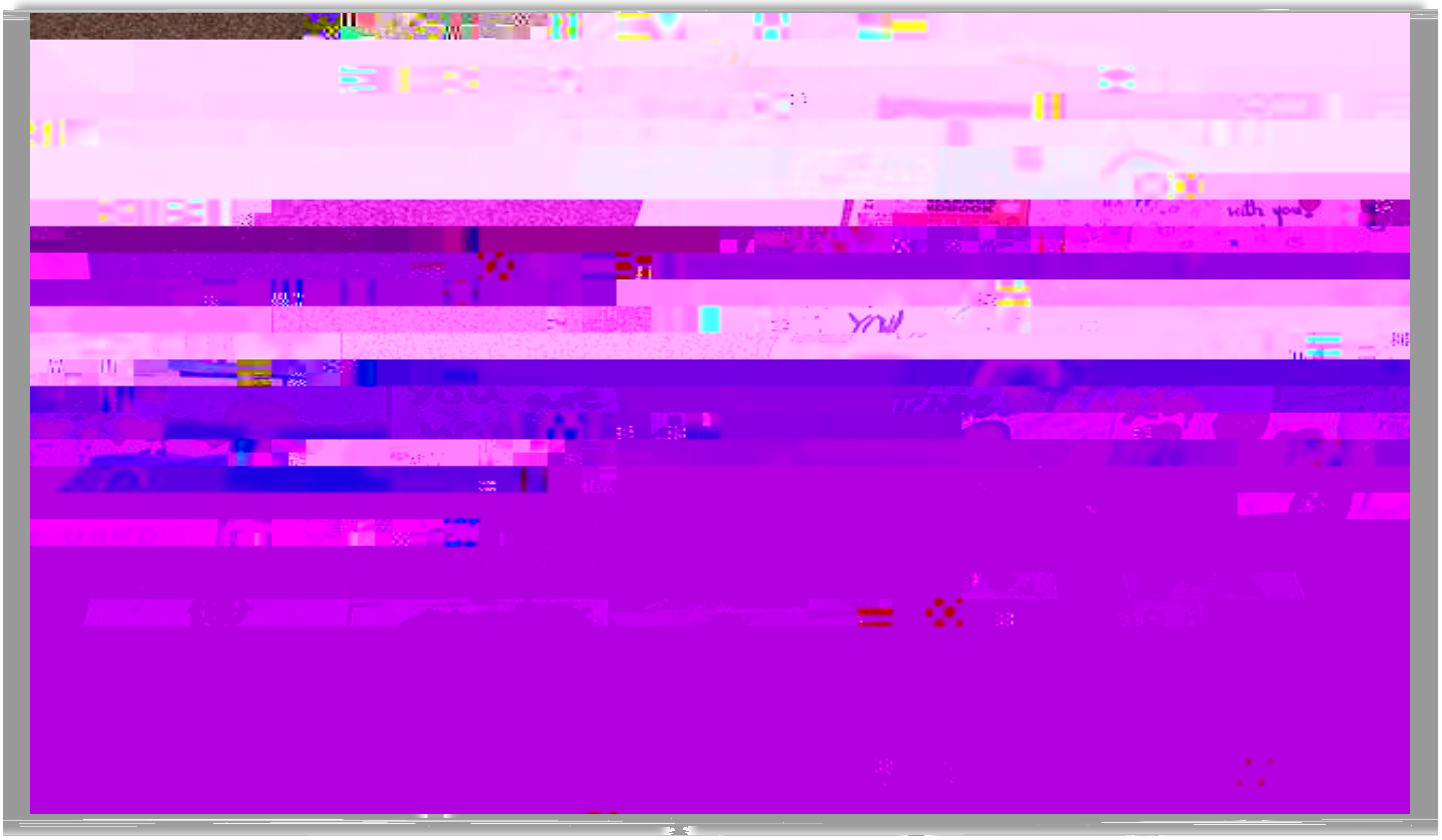
- University of Wolverhampton



The extent to which children and young people were able to exercise agency and voice within CofS activity was also critical to the success and sustainability of the workstream.

embedding their 'theory of change' more explicitly in the resources that scaffold the journey towards SofS accreditation. This would encourage schools to be more impact orientated and actively work towards demonstrating the difference their SofS makes and promote the value of working across the full spectrum of CofS principles;
developing resources, case studies and examples of inspiring practice should be developed to support engagement with the CofS principles that schools appear to find more challenging to achieve;
facilitation of greater interconnected across the wider CofS work streams to has the potential to expand opportunities for engagement and contributions from people seeking sanctuary;
encouraging opportunities through development of resources and events for increasing young people's involvement in decision-making activites;
driving forward the reach of the work to parents/carer and local community to secure sustainability beyond particular school cohorts;
recognising and rewarding the very significant contribution and commitment of individual 'passionate enthusiasts' through development of SofC/CofC branded achievement/recognition awards, certificated continuing professional development (CPD) and possibly accredited CPD.

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4.

The two primary fieldwork sites, Birmingham and Brighton, were selected to capture the importance and complexity of the communities within which schools operate. Birmingham has a long tradition of migration with a relatively large settled ethnic population. Birmingham has also been a major

In this sect on we draw on data collected in phase one of the study to explore the factors that appeared to frame a School's decision to engage with the Schools of Sanctuary Programme and

Across the schools there were some shared as well as distinct dimensions upon which the notion of Sanctuary was pegged, including

2016. They wanted pupils to learn about the situation of refugees in an appropriate and positive way. The Inclusion Coordinator and PSHE Lead teacher explained that, when the programme started, it was heavily focused on refugees. However, the school did not have many, or any, refugee students at the time. Nevertheless, they realised that the SofS was not only about refugees but about the inclusion of everyone in the community. This made more sense to them given the profile of their pupils. The school believes that 'if you get it right for everybody, you don't need the specifics', that is, if you create a welcoming environment for all pupils you do not need to focus solely on refugees.

The motivation for the Sanctuary award in B&H nursery emerged from the perceived need to develop understandings of nursery staff, and in the primary school to counter the negative media representations of refugees. Similarly, the Norfolk primary school's award had 'come out of hostility' in this case from the local community. Some in the local community were protesting the temporary housing of a group of asylum seekers in a former army base in close proximity to the school. It was at this point that the school decided that it was 'important to deliver the message to the children of what being a School of Sanctuary means', yet with careful awareness of the sensitive and potentially provocative nature of the message in the face of opposition:

In contrast to responding to situations of hostility, B&H's secondary school values were a response to its student population. The school is larger and has more children from refugee backgrounds than the other B&H schools. Therefore, one of their main focuses as a SofS is to improve the experience of students from refugee and migrant backgrounds. The EAL Coordinator explained that part of this was to develop understanding and awareness of language issues among colleagues. She sees the award as a recognition of the work that was already being done at the school. The inclusive practices of the school are recognised as positive by some of the parents who expressed satisfaction with their children growing up in an environment where they are encouraged to accept everyone.

Support mechanisms for schools, such as networks and the opportunities these presented to learn from other schools, varied across localities and temporalities. Individual schools had also experienced different degrees of hostility and support from their parent and wider school communities. Environmental factors were therefore shown to be at times an im L using ' anc"Ω ę o dee

to the SofS had diverted slightly to a place of trying to primarily educate parents as opposed to children:

All three Birmingham schools identified re/building of relationships with the parent/carer community as a priority in their SofS work moving forward. The Headteacher of the Birmingham primary academy viewed a key approach in gaining resonance for the Sanctuary work amongst the community as 'connecting up knowledge and links in the local community...sharing knowledge and creating a wider service' For example, the former Parent Hub leader had left the school to become project leader at a local charity to support refugee and newly arrived families and the Headteacher was in close contact with the charity to share signposting and information for the newly arrived families at the school. The Headteacher also spoke about developing close links with the local GP surgery to build a supportive connection for families at the school.

Similarly, the Catholic Birmingham primary school had been successful in building a community network in the local area to support their Sanctuary work:

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In the two Birmingham primary schools it had been the former Headteachers that had initally initated the SofS award. In the Catholic primary school, the previous Headteacher was the frst in Birmingham whose school was awarded SofS recogniton in 2014 and he had brought that drive with him when he moved schools. In the same way, the Birmingham primary academy's previous Headteacher had been instrumental in initatng the idea at the school and had also been actve in the Birmingham CofS movement from its outset. In both cases, although the Headteachers had been the initators, the Sanctuary principles were taken up by other passionate enthusiasts from the outset. In the academy school the Headteacher had become the main driver since taking over leadership but had been at the school from the start of the SofS award: 'we share the Sanctuary work because it's a shared vision but a lot of it is led by myself because I'm really passionate about bringing that into the curriculum'.

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In the Birmingham Catholic primary school the Assistant Head spoke of how fundamental a former group of Year 6 children had been in keeping the momentum for the award work, describing them as the 'most amazing actvists', and how there was a notceable gap since that group had moved on from the school, leaving her as the sole driver of the work, partcularly at present due to the staf changes discussed in Secton 3.2 regarding staf stability. As well as the fuctuaton in staf, the Assistant Head cited potental reasons for some of the dissipated energy as being fear of staf to speak out about sensitve and/or politcal topics due to a lack of confdence, as well as the constraints of the curriculum and achievement targets. The dissipatng staf energy was seen as impactng on the drive of the children to be proactve and agental in the work. In terms of addressing such issues, the Assistant Head suggested that perhaps by getng more staf involved in meetngs with the Birmingham SofS Local Lead throughout the award journey could help to develop the confdence of staf, and also suggested that having leaders of the Sanctuary work across the key stages would also be useful and help to maintain momentum.

At the Birmingham Catholic secondary school, the work had been initated by a member of staf who had vis le dar Ţ Â the

explicitly mention this to children when leaving Year 6 and she was not aware of any opportunities for sharing Sanctuary practice between the schools.

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At the Norfolk primary, the passionate enthusiast who had initially driven the work was a former Teaching Assistant at the school who was very knowledgeable about the process of becoming a SofS and who went on to work for the Norfolk SofS team. Once she left, the work was taken up by one of

Following their learning the school chose to support children to write to their local MP about what they had learnt and these were read out by their local MP in the House of Commons. This inspired more related civic action and they were featured in the local press on other occasions when the children had made placards to give to refugees travelling to London to join protests against the new Borders Bill.

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All three Birmingham schools spoke about being very active on Twitter to share their Sanctuary work with the parents and wider community organisations. Twitter was also used regularly by the Birmingham SofS Local Lead: 'Twitter is very useful as people pick it up from there'. The Birmingham secondary school also saw their school website as an important resource in sharing their Sanctuary work which currently shows the students' cross-curricular work that came out of last year's Refugee Week 2022, as well as a blog from a staff member about her trip to Calais.

In B&H, both primary and secondary schools are active in sharing their activities on Twitter, including posts about their ethos and social activities developed outside of the schools, with their local communities (e.g. food bank appeal fundraiser, international women's day event, donation to community kitchen). The nursery is active on Facebook, where they share conteƯ from there

activity to statutory work on 'British values' so that it can be embedded (rather than bolt on) in the school curriculum. This approach [illegible]

In this sect on we draw on f ndings from the REM phase of the project to understand the ways in which the SofS programme delivers against the 6 core principles that CofS he ph c p

contribu t on of people seeking sanctuary		(e.g. as doctors, nurses) and what we can learn from them.
Create opportuni t es for rela t onships of friendship and solidarity between local people and those seeking sanctuary	Crea t ng opportuni t es for rela t onships	Making friends and suppor t ng each other.
Celebrate and promote the welcome and contribu t on of people seeking sanctuary	Common cause + prac t cal ac t on	Taking ac t on to change things for the be t er for refugees.
Engage people seeking sanctuary in decision-making processes at all levels and in all ac t vi t es	Engaging sanctuary seekers in decision making	Engage sanctuary seekers in decision-making, ensuring that they have a say in how things are done.

The adaptations made following the pilot phase aligned to the emergent and participatory nature of REM as a methodological tool, which is not under tight control and rather opens up opportunities for stakeholders to influence the process (Chazdon et al., 2017). The explanation of what each of the principles meant was displayed for the participants to consult throughout the activity in all schools, and the SofS evaluation team at times assisted them in deciding the principles that were closely related to each initiative.

In two of the seven school REM workshops, parents who spoke English fluently assisted others who needed help with the language to ensure that they understood the discussion and their contributions to the activity were accurately recorded. The research team would encourage schools to have translation facilities available when carrying out any future SofS mapping work, as well as visual aids, in order to reach out to wide sections of the school community, particularly those who may be relatively new to the UK and potentially be less able to access the principles in English.

Aligned to the general nature of the qualitative research process, each map demonstrates a particular set of experiences and opinions that were dependent upon the stakeholders present at the workshop. At each project meeting, the research team came together to discuss the mapping approach and occasionally found slight variations. For example, the Sussex team in Ripple 3 asked participants to specify on the maps the ‘community changes’ as well as ‘next steps’, whereas the Birmingham team recorded the ‘next steps’ on the physical maps but made journal notes of any impacts and commu

proportion of work schools were undertaking under each principle. Finally, the team chose examples from each principle for the B&H

The Birmingham charts show that at the two Catholic schools, this principle was identified as

The celebration of different cultures and religions in specific events happened not only during Refugee Week, but also throughout the academic year in some schools. For instance, the B&H primary promoted monthly coffee mornings mostly for the mothers who speak English as an additional language in which they could meet and socialise. These mothers highlighted this activity as beneficial for them to learn about other cultures that they would otherwise not have the chance to approach. Students at B&H primary mentioned the growth in their knowledge and understanding about refugees, finding out that 'anyone can become a refugee at any time'. At B&H secondary, EAL students promoted a food festival across the school in which they engaged with sharing food they had at home and trying the dishes presented by their peers.

This principle is also an important one for schools who are 'working towards' their award, such as the Birmingham secondary school, as the Sanctuary lead at that school fed back that they saw it as a necessary first step to embed issues around migration and refugees into the daily life of the school before they then expanded their networking and partnerships and encouraged their parent community to become involved with their Sanctuary work.

The principle 'common cause and practical action' was the second most widely cited example across the Birmingham schools, with stakeholder groups identifying it as making up a third of their work at the two primary schools and over a third of their work at the secondary school. 'Act with purpose' also had a significant relevance at the B&H nursery compared to the other principles. For example, nursery staff felt supported to speak up and challenge their peers if they believed that they did not fully comprehend refugee-related matters. The questioning encouraged dialogue practices within the nursery that educated and promoted understanding among the staff. At the B&H secondary school considerable care was taken to ensure that topics in the history curriculum related to war and conflict were handled sensitively to avoid triggering negative experiences for children newly arrived from war zones. The school also reached out to parents to inform them of topics which might be concerning or distressing. At the Birmingham primary academy many of the examples given under this principle were of initiatives

school to become a SofS (in the case of the Birmingham primary academy).The Birmingham Catholic primary gave examples of developing connections with local MPs and councillors, as well as building connections with local artists and art galleries in their immediate school community which then supported them with their 'practical action' principle and their final map demonstrates how closely interconnected the participant groups saw these two principles.

The two Birmingham Catholic schools discussed an example of the 'High Street Challenge' in which children and young people were challenged to visit the local shops on their local high street and encourage shopkeepers to 4 Æ yA ohi ś ityé M he t

sanctuary as a whole, this would help schools to engage with, and implement, contributions of people seeking sanctuary.

Additionally, as the CofS Theory of Change is based on contact theory, one consideration which the research team propose would increase the accessibility of principles to schools would be to expand their application beyond direct human contact. For example, contributions could be recognised through multi-modal forms, from books authored by people from refugee backgrounds or films/plays directed or performed in by people from refugee backgrounds or art installations from artists from migrant backgrounds. Additionally, work in this area could include recognition of, and learning from, migrant-led charities in the UK and internationally to teach the school community about the importance of 'working with' communities and breaking down colonially-rooted approaches to 'us' helping 'them'. The usage of materials that reflect refugees' experiences, and that are already abundant and widely used in schools through books and films, for instance, would possibly assist in alleviating yet another burden imposed in refugee populations – that of educating the wider population and sharing their stories with the purpose of convincing people in their host countries about the legitimacy of their status and the nature of their displacement, which was forcefully imposed. The research team would therefore suggest rewording this principle to 'Multimodal Contributions of People Seeking Sanctuary'.

Chart 4: Birmingham Schools of Sanctuary – tracing the impacts

In summary, the REM activity enabled us to track a range of outcomes which have had clear impacts within the school community. Some of these outcomes have travelled beyond the school gate to the wider school community and beyond, where the impact becomes more difficult to track. The impact beyond the school gate was easier to track at the primary level where schools were more likely to have a closer and ongoing relationship with their families.

more publicly the SofS work they are doing, from environmental changes to communication through social media and the school website.

Overall, the pilot and the workshops demonstrated that REM is a useful learning tool and process that becomes a productive form of ongoing dialogue and future planning. In this project, it was shown to have benefits both to individuals and groups who have had lots of involvement in Sanctuary work, as well as those who are new to it. A key strength is that provides a reflective space for schools to engage with a diversity of viewpoints and experiences of Sanctuary work. As such it will inform part of the team's recommendations for schools to support them to think about ways to capture impact as well as to inform people of the SofS and wider CofS work and to encourage more parties to be actively involved. The REM approach could be adapted and simplified as a digital tool to encourage schools to use it. For example, through the use of Padlet or as a simple Excel spreadsheet which is regularly updated through communication with young people, parents/carers, and community representatives. CofS, through its development of the Local Lead Network, could encourage Local Leads to capture some of this ongoing impact at their SofS school network meetings, to then share with the national SofS Coordinator. Additionally, and as part of supporting schools to develop a more nuanced approach to capturing impact that goes beyond the 'Share' aspect, schools could be asked in the REM process to consider 'what do you hope this change will make / achieve?'

The mapping workshops also highlighted possible ways in which the SofS strand could be connected to the wider whole of City of Sanctuary work: currently this was a missed opportunity for some of the schools in the evaluation. Building these connections (possibly through making the Theory of Change principles run more prominently through all of the strands, with terminology from the network principles used explicitly in the Learn, Embed, Share criteria for schools) will make it easier in the longer-term for schools to carry out their Sanctuary work.

(ii) developing connections with feeder schools and progression institutions as a key way to support transition, e.g. supported by children joining Year 7 who have come from a SofS primary school

(iii) developing a whole-school approach to the SofS work: recognising that sustaining welcome is challenging and therefore supporting confidence building of staff and students across the school to communicate the Sanctuary work, and share in ideas moving forward.

Exploring ways of highlighting Sanctuary work, e.g. through posters or noticeboards at the school entrance, including logo on school letterheads and newsletters. Prioritising visibility of SofS work in school and community spaces to address gaps in parent and community awareness and/or engagement in SofS award.

Using a digital mapping tool, such as Padlet, to capture activities and impact throughout the year.

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Dear Participant,

What percentage of students join or leave the school each year? What percentage of teachers join or leave the school each year?	

What motivated your school to work with the SofS programme? Who has driven the work in the School?	
What have been the main challenges of working with the SofS programme?	
Please list the three most important or valuable outcomes for your school of working with SofS programme	
What will your priorities be going forward? Do you think these have changed?	
In hindsight what, if anything, would you have done differently?	
In what ways has your school changed?	

We've asked a lot of questions! Is there anything that you would like u î 4

	b) 1.2 Participants are then introduced to the 6 principles that CofS have developed to support development of a Culture of Welcome Promote understanding: Get a better understanding of refugees and their lives and hear their stories in their own words Networking and partnerships: making connections outside the school for example with libraries, theatres, galleries, gardens and parks, with other schools, with communities Contribution of people facing sanctuary: celebrate and recognise the different ways refugees help us in our everyday lives (e.g. as doctors, nurses) and what we can learn from them Create opportunities for relationships: making friends and supporting each other Common cause and practical action: taking action to change things for the better for refugees Engage sancturay seekers in decision making (participaton and agency): making sure that refugees have a say in how things are done 1.3 Participants are invited to add their post-it notes to the 'map' PHOTOGRAPH AT THIS POINT SO THAT WE CAPTURE INITIAL DISTRIBUTION 1.4 Discussion of contributons – only items that have consensus stay on the map PHOTOGRAPH AGAIN FOLLOWING DISCUSSION 1.5 Children can leave after ripple if that's right for the school	10 minutes checking for clarifcaton 10 minutes on the map
Ripple 2	In the second ripple participants will be invited to reflect upon the beneficiaries of each acton and to add (draw) connections and responses on to the map. In green we work on benefts and beneficiaries and mark on map with arrows and connecting lines as appropriate	40 minutes
Tea break		10 minutes
Ripple 3	In a third ripple the group will review the map and considered a) how the community has changed and b) how everyday practices of thinking and doing have changed? What are the next steps? What future actons will the school take?	20 minutes how has the school changed? 20 what next?